

# YEAR 8

# AFRICAN ART



# Stewards

## Art & Photography

### Year 9 Art & Photography

In Year 9 you will apply all KS3 objectives to develop an idea and present and create a personal response.

- Showing off skills
- Critical reflection
- Select and experiment with techniques
- Accept your ideas may change throughout the course
- Make links with artists, media, environment, make your projects personal.
- Annotation of work, record your thought process like a journal.
- Learn photography theory and equipment

In yr7 and yr8 you will work hard to develop key techniques so you can skillfully communicate your imaginative ideas and broaden your awareness of art and design.

I know...

#### Organisation of the room

- Paint equipment to be kept next to the sink
- Sketchbooks in box on the shelf
- Wet work on drying racks

#### Elements of Art

- Line, straight, zig zag, broken, curved
- Shape, round, sharp, flat
- Form, sphere, ellipse, cuboid, cone
- Space, negative, active
- Texture, rough, smooth, bumpy
- Colour, primary, secondary, tertiary, harmonious, warm, cool

#### Understanding of artists

- Name 2-3 artists
- Identify an art movement
- Identify technique
- Identify art, craft and design industries
- Awareness of design in the world

#### Health & Safety...

- Line up outside and wait for your teacher
- Wait to be seated
- Bags under the table
- Blazers off, aprons on if painting
- Wash your hands after a lesson
- Do not touch anything that does not belong to you
- Inform your teacher if you are bringing in a special item to work from
- Anything of high importance is your responsibility

#### Critique...

- Ask and understand
- Use subject specific vocabulary, speaking and writing
- Analyse other art works
- Work on areas for development
- Discuss mood, emotion and atmosphere in work

#### Formal Elements...

- Tone, shade, shadows, light, reflection
- Mark making, use of texture
- Colour wheel, primary, secondary, tertiary, complimentary and harmonious colours
- Mixed media skills, printing, collage, water colour paint, colour pencil, sculpture

#### Key words...

- Composition, background, foreground, horizon line, portrait, landscape
- Tonal shading, contrast
- Mark making, crosshatch, light & dark, dense, sparse
- Colour, hue, saturation, warm & cool, tint & tone

### Year 7&8 Key stage 3 Art

I can....

- Look after equipment
- Draw, sketch, tone, mark making, Composition
- Paint, hold a brush correctly, apply paint evenly, mix colours, blend colours (tint and tone), create texture with a brush

### GCSE ART/PHOTOGRAPHY

- A01 - Develop ideas through investigations, trips and visits to galleries
- A02 - Experiment with ideas and different medias, be creative, take risks
- A03 - Record ideas, annotations, drawings, use drawing and photography
- A04 - Personal and meaningful response, project journey, bringing everything together.

Overall in Art you will produce x2 coursework projects and one exam project.

Overall in photography you will produce x3 coursework projects and one exam project.

Knowledge  
Technique  
Critique  
Creativity

#### Presentation of work...

- Use pencil to write and draw unless directed
- Neat handwriting, check spelling and grammar
- Use the whole page, no blank spaces
- Always put your name & tutor group on loose work
- Make sure your presentation is creative
- Always complete your own work
- Always try your best
- No blank or missed pages in your sketchbook

Skills  
Key words  
Formal elements  
Health & Safety  
Presentation of work



# Big Picture - Year 8 Overview Art Department

**End Of Year Evaluation**

Students will evaluate the skills learnt throughout this project and throughout the year. Students will reflect on how they can move forward to other projects with the skills they have learnt.

**Evaluation**

Students will revisit the skill of researching an Artist Pablo Picasso and learn about Picasso's link to cubism.

Students will learn about portraiture in Cubism and learn how to apply this style to their own Cubist portrait.

**Portraits**

Students will undertake primary observational drawing, using inspirations for Cubist works. Students will focus on Cubist inspirations but also formal elements of Art.

**Research**

Students will be exposed to a new topic and style of Art, Cubism. Students will research in to this new topic and produce a research/title page based on the topic. Students will experiment with cubist style of drawings.

**Artist Research**

**Observational Drawing**

**Cubism**

Students will evaluate the skills learnt throughout this project and how they can move forward in to other work with these skills

**Evaluation**

Students will now draw their chosen African animal using coloured materials. Students will be able to recap and practice their knowledge on colour and applying colour through and observational drawing.

**Design**

Students will be exposed to 3D design and be able to start to think about and plan how they will transfer a 2D drawing in to a 3D design.

**Sculpture**  
Final Piece

Students will transfer their 2D designs in to a 3D sculpture. Students will explore and experiment with sculpture techniques.

Students will be exposed to African patterns more in depth and produce a polyblock print with an African pattern design.

**Colour Drawing**

**Tonal Drawing**

Students will be revisiting the skill of tonal drawing. Students will recap and develop the properties of tone within an observational drawing of an African animal.

**African Patterns**

**Year 8 African Art**

**Introduction to African Art**

Students will be introduced to a new style and culture of Art. Students will learn about key characteristics of African Art.

**Research**

Students will produce a research/title page in the style of African Art. Students will be exposed to African colours, images and patterns.

**A01 RESEARCH**

**A02 EXPERIMENT**

**A03 RECORD**

**A04 FINAL OUTCOME**

# ZOOM IN... MY LEARNING JOURNEY:

**Subject:** Year: *Unit:*

## AIMS

- To introduce students to a new type of Art culture.
- To discover how Art varies in other cultures.
- To learn how to transfer 2D to 3D.
- To learn 3D skills.
- To produce Art in the style of another culture.

## DEVELOPING COURAGE

- C Confidence to work independently .....
- O .....
- U Working together to help each other .....
- R .....
- A .....
- G .....
- E Enjoying the process

## WHAT WE KNOW/REMEMBER

- Formal elements
- Page presentation
- Cleaning of equipment
- Colour theory

## PREVIOUS LEARNING

- Small scale sculpture.
- Formal elements in art
- Observational drawing
- Designing for 3D skills.
- Some print making knowledge.

## PERSONAL OBJECTIVES

- To discover a new type of Art
- To learn about Art in other cultures
- .....
- .....
- .....
- .....
- .....
- .....

## RECOMMENDED READING

- 365 Days of Art By Lorna Scobie
- 365 Days of Drawing By Lorna Scobie

## CAREERS

- See our career board outside Art 3!

## UP NEXT

- Learning about a new Art movement.
- Art History.
- Primary observational drawing.
- New Artist research
- Portraiture

## Key Literacy Vocabulary:

1

### Proportion

The size of objects/shapes when compared to each other.

### Media/Medium

The materials and tools used by an artist to create a piece of art.

### Technique

The skill in which artist uses tools and materials to create a piece of artwork.

### Abstract

A piece of art which is not realistic. It uses shapes colours and textures.

### Style

The technique an artist uses to express their individual character of their work.

### Composition

The arrangement and layout of artwork/objects.

### Highlight

The bright or reflective area within a drawing/painting where direct light meets the surface of the object or person.

### Shadow, Shade, Shading

The tonal and darker areas within a drawing/painting where there is less light on the object or person.

### Mark making

Mark making is used to create texture within a piece of art by drawing lines and patterns.

### Collage

A piece of art made by using a variety of materials which are cut out, rearranged and glued on a surface.

# AFRICAN ART

## ART FORMAL ELEMENTS

2

**COLOUR** – What you see when light reflects off something

**LINE** – A mark which can be long, short, wiggly, straight etc...

**TOPE** – How light or dark something is

**TEXTURE** – How something looks or feels, eg: rough or smooth

**PATTERN** – A symbol or shape that is repeated

**SHAPE** – A 2D area, which is enclosed by a line, eg: triangle

**FORM** – Something which has 3 dimensions, eg: cube, sphere or sculpture



## THE FIVE ELEMENTS OF AFRICAN ART:

3

1. Resemblance to a human figure for purpose of conveying ideas.
2. Luminosity representing shiny and unflawed skin.
3. Youthfulness representing vitality and fertility.
4. Reserved demeanour representing a person in control.
5. Balance and proportion through material choices.

## CHARACTERISTICS OF AN AFRICAN MASK

4

- The design of most African masks are symmetrical.
- Zig zag lines around the face represent the 'path of the ancestors'
- A checkerboard pattern represents ignorance and knowledge, dark and light.
- Enlarged facial features, such as foreheads.
- Each mask has meaning to be used in ceremony or dance.
- **SHAPE**- African masks take on many forms. They can be oval, circular, rectangular, elongated, heart-shaped, animal or human, or any combination of these
- **TEXTURE** - Skilled craftsmanship, fine detail and quality of finish are of great importance to the African tribal artist. Highly polished surfaces which represent a youthful healthy skin reflect the idea of beauty and virtue, while rough dirty surfaces suggest fear and evil. Many African carvings portray the idealised human figure in its prime, brimming with health, strength, and celebrating fertility or virility.



# AFRICAN ART FACT FILE

## Common traits in African Art:

- The creation of art for use by the people, not just for display. This use may be for everyday life such as pottery or for ceremonies such as a funeral.
- Sculpture and other 3 dimensional arts was a preferred art form as opposed to paintings.
- The creation of very colorful works of art.
- Abstract art was favored.
- The human image is a favorite subject.

## African Mask

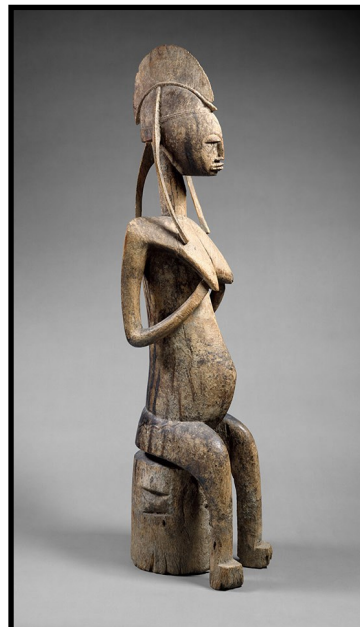
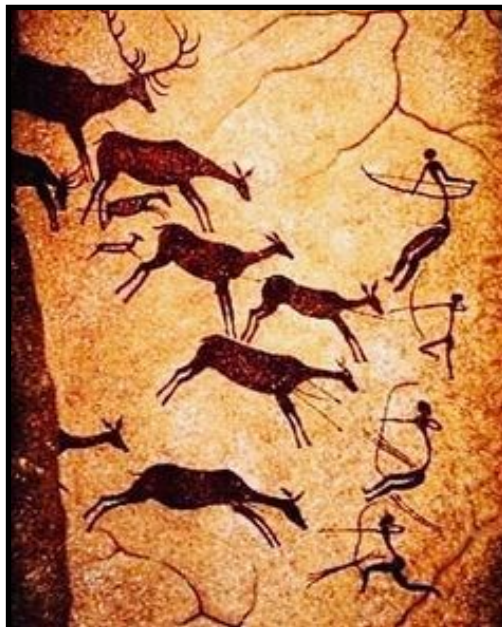
African mask are perhaps the best known art form of the African people. Any museum display on African art would be incomplete without displaying the beautiful masks produced by the sub-Saharan Africans. Most of the masks were made out of wood and many were used in ceremonies. Unfortunately most of the older mask that were produced have not survived to modern day. This is due to the fact that wood is destroyed easily by water rot and the many termites found in Africa.

## Rock Paintings

Rock paintings are the oldest known African art form; the oldest are thought to be 27,000 years old. The ancient Africans produced these artworks in caves and on rock faces. Great examples of these can be found in the Drakensberg Mountain Range in South Africa where approximately 30,000 rock paintings have been discovered. The very early paintings depict everyday life of the ancient Africans including representations of people and animals. As time went on these paintings became more abstract. For example the San (Bushmen) would eventually create artwork that would depict spirits in a very abstract interesting way.

## Terracotta Figures

Terracotta figures have been produced throughout history in many parts of Africa. However West Africa, particularly Nigeria has a long and rich history of this type of art form. Terracotta figures are made out of clay. After the object is formed by hand and or tools they are dried. In ancient times they were dried in the sun. Later on the African people dried them in hearths. The earliest examples of terracotta come from the Nok civilization which existed in Nigeria from 500 BC to approximately 200 AD. Many Nok sculptures of heads, figures, and animals have been discovered. In the Sokoto region of northwest Nigeria terra-cotta sculptures similar to those produced by the Nok have been discovered and date back to the 1st century AD. Terra-cotta art was not limited to west Africa. In south Africa seven terracotta heads were found at Lydenburg in the late 1950s. These sculptures date from 500 AD to 800AD.



## Task 1

Create your own fact file page based on African Art.

-You must write facts in your own words.

-You must include drawings on your fact file page.

-You must include a decorative title.

# KEY CHARACTERISTICS OF AFRICAN MASKS

- The design of most African masks are symmetrical.
- Zig zag lines around the face represent the 'path of the ancestors'
- A checkerboard pattern represents ignorance and knowledge, dark and light.
- Enlarged facial features, such as foreheads.
- Each mask has meaning to be used in ceremony or dance.
- **SHAPE** - African masks take on many forms. They can be oval, circular, rectangular, elongated, heart-shaped, animal or human, or any combination of these
- **TEXTURE** - Skilled craftsmanship, fine detail and quality of finish are of great importance to the African tribal artist. Highly polished surfaces which represent a youthful healthy skin reflect the idea of beauty and virtue, while rough dirty surfaces suggest fear and evil. Many African carvings portray the idealised human figure in its prime, brimming with health, strength, and celebrating fertility or virility.



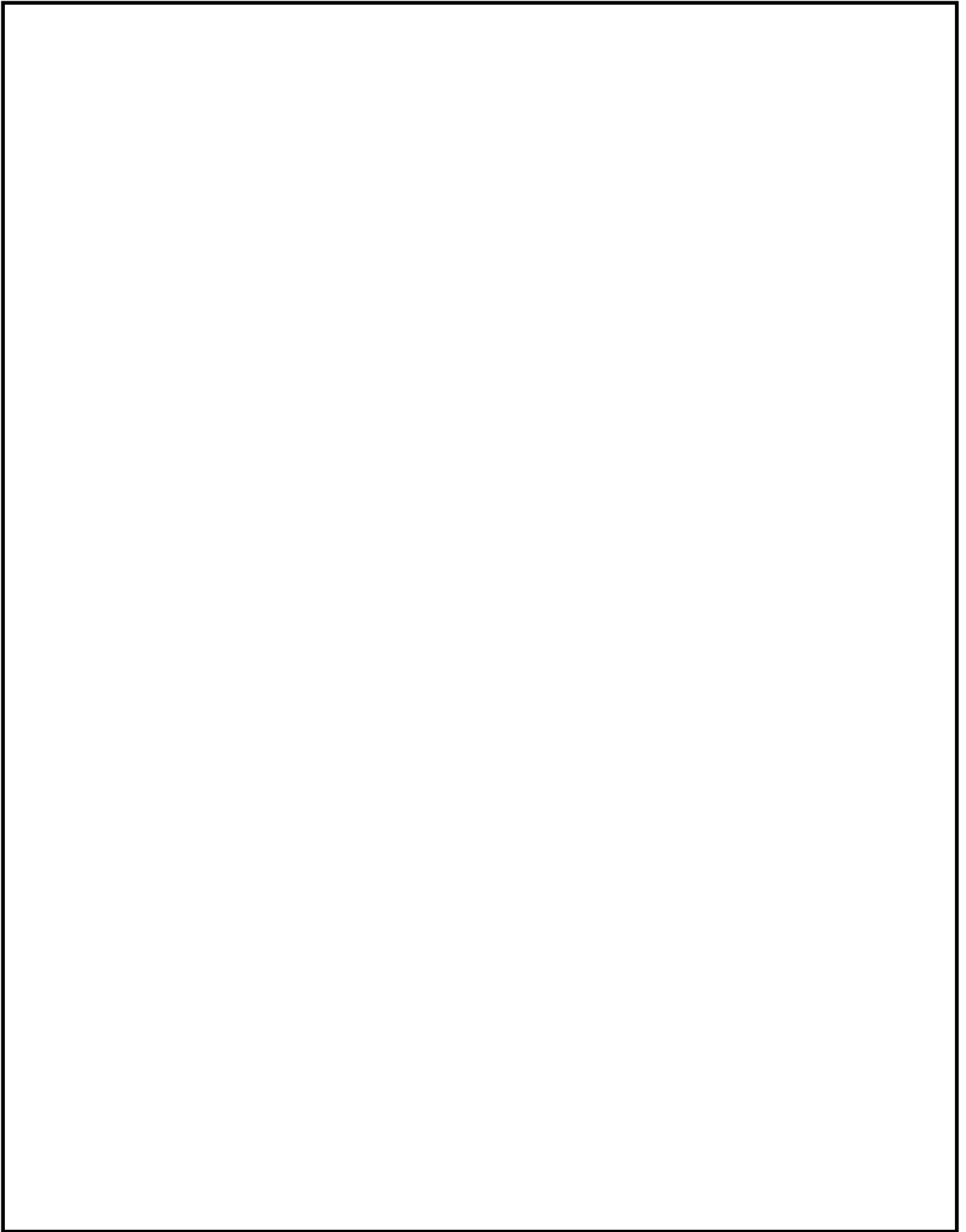


# MASK DRAWINGS



## Task 2

Add your own patterns and colours to the mask design.



Create your own African mask design from scratch and colour it in with colouring pencils.

**Task 3**

You are going to create your own African style mask out of Cardboard (or any type of recyclable material at home)

## Materials needed:

- Cardboard
- Scissors
- Glue

Look at the images of masks in this booklet to help inspire your own. Think about what design you would like to achieve.



# NDEBELE HOUSES

The Ndebeles are an African ethnic group living in South Africa and Zimbabwe known for their artistic talent, especially with regard to their painted houses and colorful beadwork.

The **Ndzundza Ndebele people** of South Africa created their own tradition and style of house painting: according to a few sources, the Ndebeles suffered a horrible defeat in a war against the Dutch-speaking settlers – the Boers, just before the start of the twentieth century. Forced into an oppressive life, the Ndebele people started using expressive symbols to secretly communicate with each other. These paintings became an expression of both cultural resistance and continuity. The Boer farmers did not understand the meaning and viewed this cultural art as decorative and harmless and thus allowed it to continue.

The vibrant symbols and expressions portray communications of personal prayers, self-identification, values, emotions, and marriage. The rituals and religions have never been a part of the Ndebele's house paintings. The tradition and style of house painting is passed down in the families from generation to generation by the mothers. A well-painted home indicates the female of the household is a good wife and mother. She is responsible for the painting of the outside gates, front walls, side walls, and usually the interior of her home. As every generation passes it down little changes begin to exist. This is their way of communication and expression through their home.



# NDEBELE HOUSES

## Task 5

Create your own Ndebele house, photograph it and stick it in your sketchbook.

### **WHAT YOU'LL NEED FOR THE DIY NDEBELE HOUSES:**

- White paper
- Toilet rolls
- Kraft paper (optional)
- Brown yarn (optional)

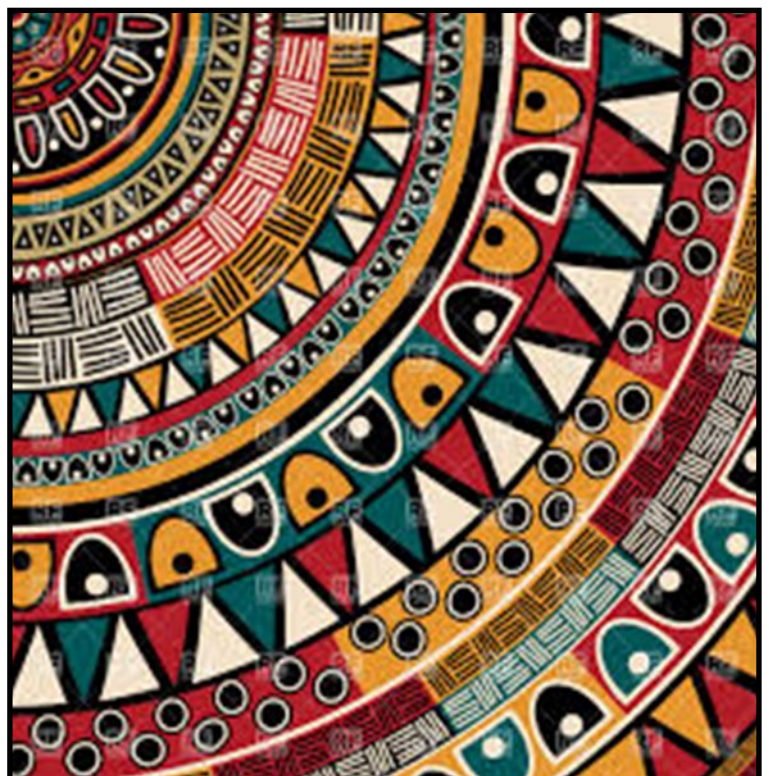
### **INSTRUCTIONS FOR THE DIY NDEBELE HOUSES:**

- Use a thick black marker to draw geometric shapes onto white paper and colour in. Don't forget to draw a door and window.
- Cover the toilet rolls with the painted designs with glue.
- To make the roof, cut out a circle from Kraft paper to make a cone shape and glue the cone to the top of the toilet roll.
- Cut bits of brown yarn and glue to roof to resemble a thatch roof.



# THE USE OF PATTERNS

- Parallel, zigzag, cruciform (crosses), curved and spiral lines, representing scarification marks (decorative scars on skin) or tattoos, are used to show importance or religious / magical powers.
- Different geometric patterns are sometimes used to distinguish between male and female masks.
- Square and triangular checkerboard grids are often carved to decorate sections of a design.





# AFRICAN PATTERNS

Throughout this project you will be producing x2 drawings of a chosen African Animal. For this task you will need to produce and African Pattern design on an A4 piece of paper. This will be the background for your African animal drawing (see example).

The Task:

- Produce x2 pattern backgrounds on A4 paper
- One design must use colour
- One design must use black and white.

## Task 6



# COLOUR PENCIL BLENDING

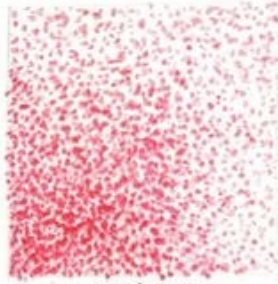
**TECHNIQUE  
REMINDER  
HELP PAGE.**



**HATCHING**  
The closer the lines are together, the denser and darker the color.



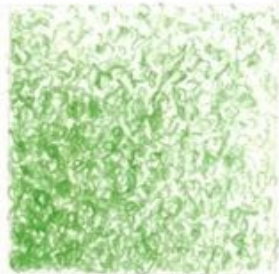
**CROSS HATCHING**  
Overlapping linear lines, in various directions.



**STIPPLING**  
Dense clusters of dots shade an area whereas spaced out dots indicate light.



**LAYERING**  
The simplest approach to blending colors together by layering one color directly over the other. Use light pressure and apply each layer smoothly.



**SCRIBBLING**  
Random lines in varied pressure can create lighter or darker values.



**BURNISHING**  
Adding white, light color, or blending pencil on top of multiple layers of color with heavy pressure.



**5** There are no Mistakes Color like a Pro

**Blending**

3 shades

colorless blender - 2 shades

2 shades

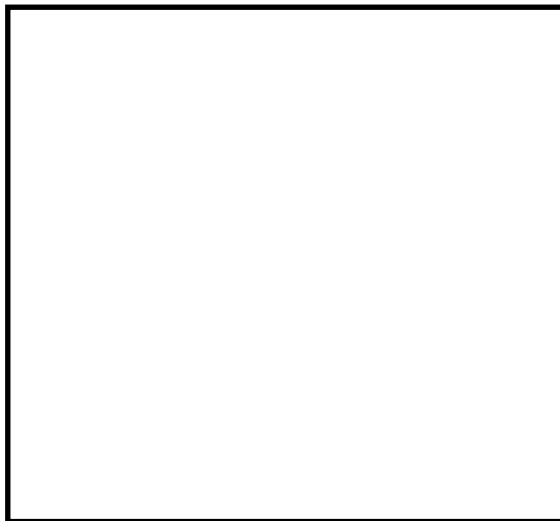
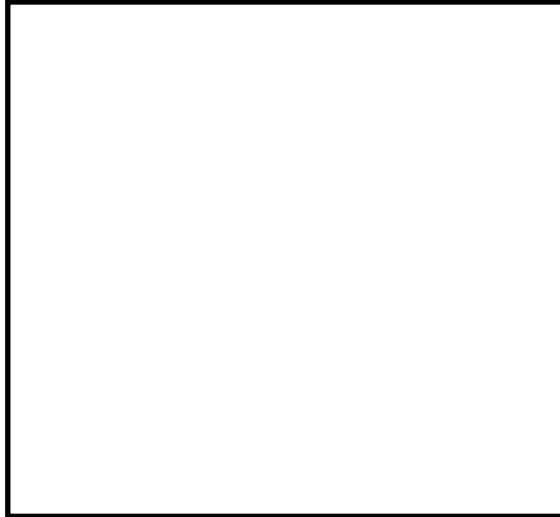
white on top - 2 shades

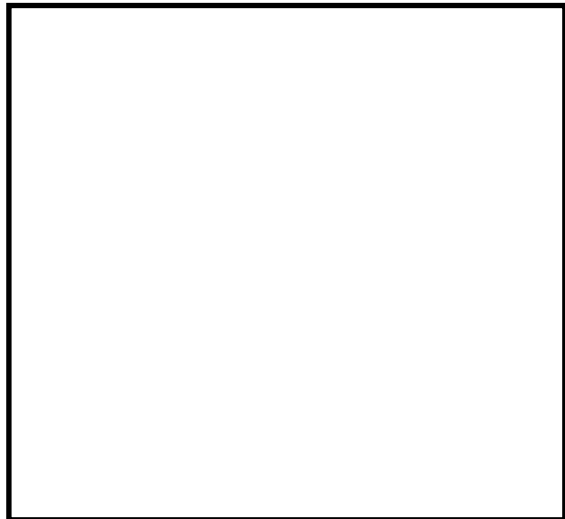
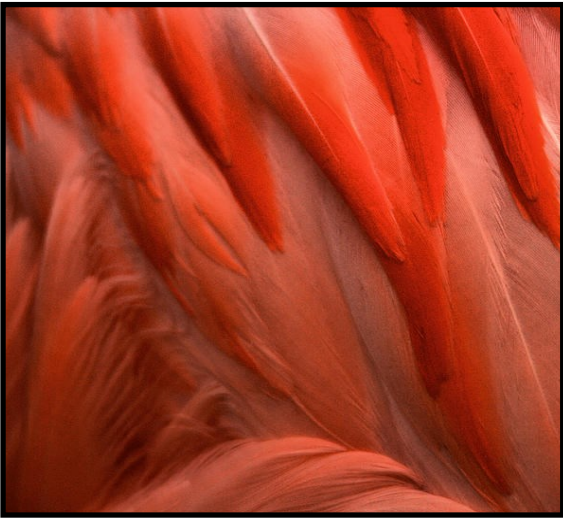
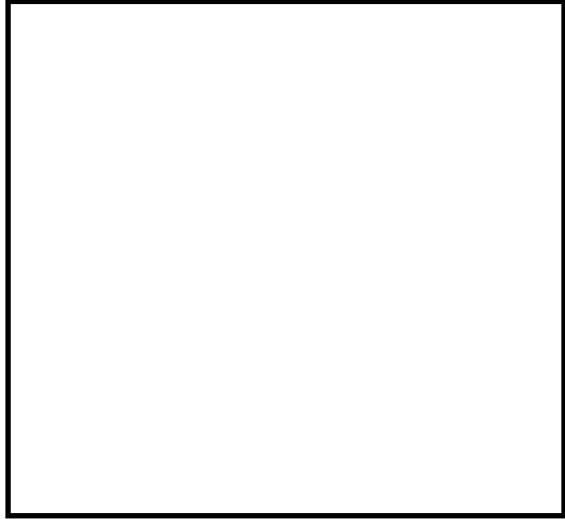
BASE COLOR	SHADOWS CREATED WITH COLOR BLENDS			
 <b>COLOR:</b> Violet Blue	+	 <b>SHADOW COLOR(S):</b> 90% Cool Gray	 <b>SHADOW COLOR(S):</b> Dark Umber	 <b>SHADOW COLOR(S):</b> Indigo Blue + Dark Brown
 <b>COLOR:</b> Spring Green	+	 <b>SHADOW COLOR(S):</b> Olive Green	 <b>SHADOW COLOR(S):</b> Grass Green + Marine Green	 <b>SHADOW COLOR(S):</b> Tuscan Red + Olive Green
 <b>COLOR:</b> Sienna Brown	+	 <b>SHADOW COLOR(S):</b> Dark Brown	 <b>SHADOW COLOR(S):</b> Tuscan Red + Dark Brown	 <b>SHADOW COLOR(S):</b> Indigo Blue + Dark Brown
 <b>COLOR:</b> Magenta	+	 <b>SHADOW COLOR(S):</b> Tuscan Red	 <b>SHADOW COLOR(S):</b> Crimson Lake + Black Cherry	 <b>SHADOW COLOR(S):</b> Tuscan Red + Black Grape

# ANIMAL PATTERNS SKINS

## Task 7

Copy the animal patterns below. Mark your outlines lightly with pencil first and then add colour. Remember to include as much detail as possible.





# AFRICAN DANCE ART



## Task 8

Create your own African inspired dance art, use the template provided and also add your own drawings to the page.

The page should be full, exciting and colourful!



# Task 8



# TINGATINGA ART

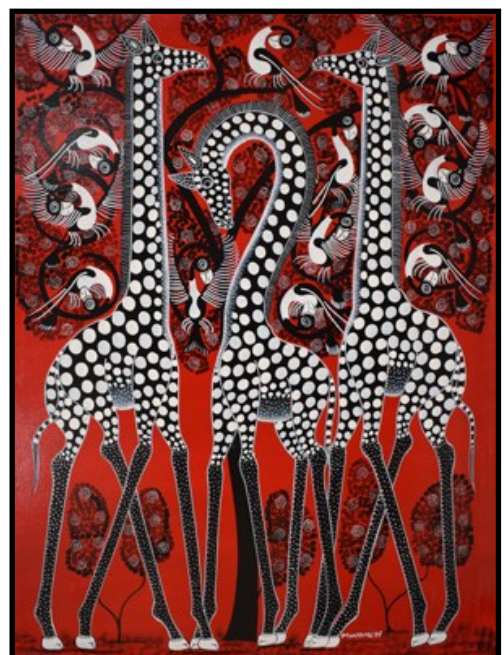
---

Edward Saidi Tingatinga was the origin of the *naive* style of painting who would later take his name. Tingatinga started painting in 1968, and although his career was ended prematurely in 1972, his style inspired his five students and then his followers to establish the Tingatinga School of Painters that continues to flourish today.

In only three years, Edward Saidi Tingatinga had won a name for himself in Tanzanian art. Unlike most Tanzanian artists, who had specialized in ebony, E.S. Tingatinga was a painter. He has had no formal art training, nor had he attended any academy of art. His painting resulted simply from his desire to express himself through the media of hard-board, paint, and brush. His work was straightforward; its message transmitted to everyone because he focused on those familiar things.

Tingatinga felt that he was far from being a polished artist. Although, his works were still somewhat artistically crude, he nonetheless said, "All the same they are good; this is why people buy them. They must somehow be meaningful."

Recently Tingatinga 's paintings have become widely known and increasingly in demand.



## Task 9

Fill in the animal silhouette shapes to create your own piece of TingaTinga artwork.



# AFRICAN POTTERY

Pottery traces the very thread of existence of Africa's inhabitants.

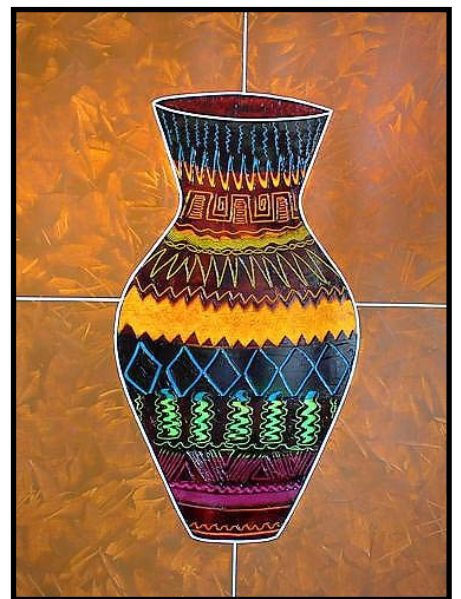
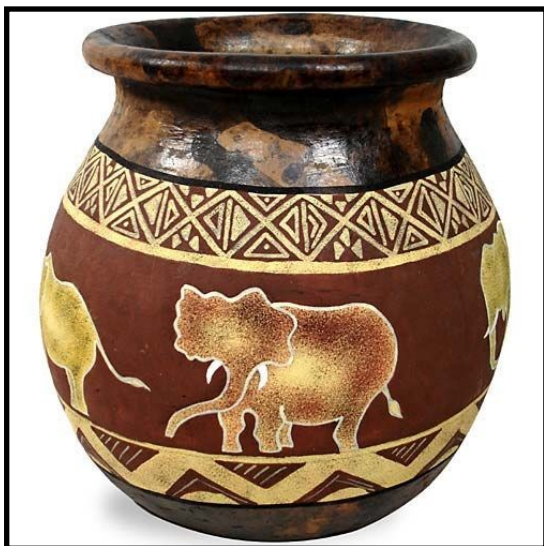
Pots are like data, they provide insight into the cultural interchanges of African societies; the life they led, the paths they trod, the needs they had and the skills they possessed. Shards of pottery found by archaeologists in ancient sites tell us that pots were being made as early as 7000 BC.

A noble reverence can be felt when looking at a beautifully formed vessel that has fulfilled its function perfectly for thousands of years.

Simultaneously art and craft, African pots represent both conceptual ideas and practical utility. At once durable yet fragile, they have endured for centuries and through them, we can start to imagine the artists who shaped their form with their bare hands and crafted their features with crude tools.

Pots were used in rural communities for carrying water, the mass storage of food and milk, cooking food, serving and drinking beer. Built for an entirely functional use the vessels were easily and cheaply made as long as clay was locally available.

Their ideas around the creation of certain spiritual vessels were however not rudimentary and these ceramics were, and still can be, a potent aspect of ritual arts in Africa.



## Task 10



Create your own African pot. Think about everything you have learnt about pattern and colours in this project. Draw out your design in pencil first and then colour in your design using colouring pencils.

